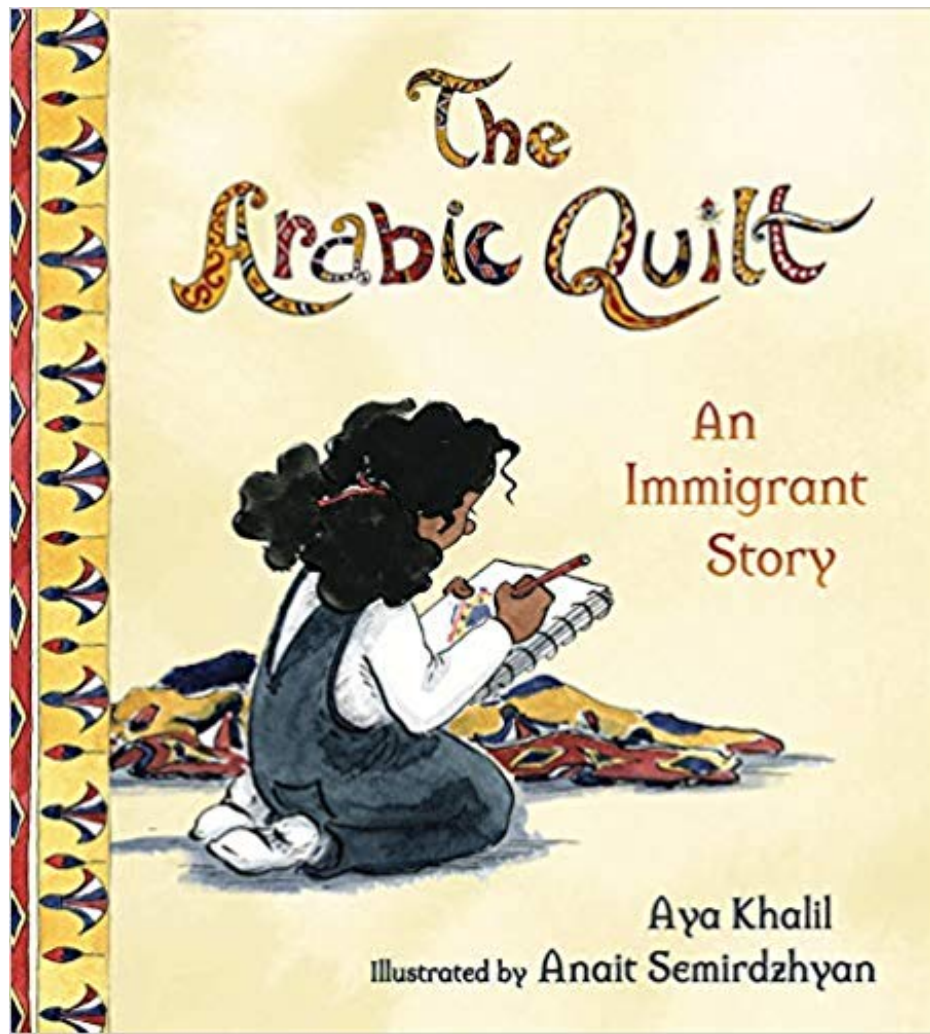


The Arabic Quilt: An Immigrant Story

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Aya Khalil and illustrated by Anait Semirdzhyan



Published by
Tilbury House Publishers

Aya Khalil, Author, *The Arabic Quilt*

Aya Khalil is a freelance journalist and educator. She holds a master's degree in Education with a focus in Teaching English as a Second Language. THE ARABIC QUILT is based on true events growing up, when she moved to the US from EGYPT at the age of one. Her articles have been published in The Huffington Post, The Christian Science Monitor, The Post & Courier, Toledo Area Parent, and more. She's been featured in Yahoo!, Teen Vogue, Verona, and more.

Visit Aya at www.ayakhalil.com.



Anait Semirdzhyan, Illustrator, *The Arabic Quilt*

Born in Kazakhstan and raised in Armenia, Anait now lives near Seattle with her husband, twins, and a shaggy Labradoodle. She studied Economics, but Art has always been a big part of her life. She spent hours copying Disney characters as a kid. Much later her passion for creating characters and capturing their emotions led her to children's book illustration. Anait joined the Society of Children's Book Writers and Illustrators (SCBWI), and now most of her time is dedicated to drawing for kids. When not drawing you can find Anait spending time with family and friends or boosting creativity with "Broad Strokes", her children's books authors and illustrators critique group.

Visit Anait at www.anaitsart.com.



Marcie Colleen Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

Guide content copyright © 2020 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

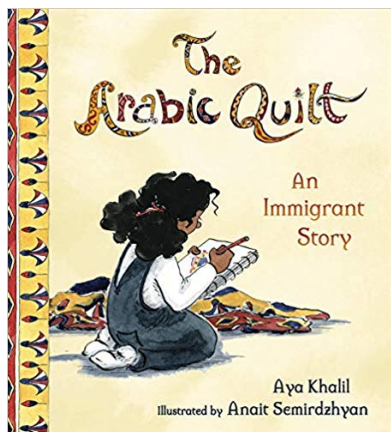
How to Use This Guide

This classroom guide for *The Arabic Quilt* is designed for students in first through fifth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *The Arabic Quilt* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Book Information



The Arabic Quilt

Age Range: 6 – 8 years

Grade Level: 1st – 5th grade

Publisher: Tilbury House Publishers

Published: February 18, 2020

ISBN-10: 0884487547

ISBN-13: 978-0884487548

Kanzi's family has moved from Egypt to America, and on her first day in a new school, what she wants more than anything is to fit in. Maybe that's why she forgets to take the kofta sandwich her mother has made for her lunch, but that backfires when Mama shows up at school with the sandwich. Mama wears a hijab and calls her daughter Habibt (dear one). When she leaves, the teasing starts.

That night, Kanzi wraps herself in the beautiful Arabic quilt her teita (grandma) in Cairo gave her and writes a poem in Arabic about the quilt. Next day her teacher sees the poem and gets the entire class excited about creating a "quilt" (a paper collage) of student names in Arabic. In the end, Kanzi's most treasured reminder of her old home provides a pathway for acceptance in her new one.

This authentic story with beautiful illustrations includes a glossary of Arabic words and a presentation of Arabic letters with their phonetic English equivalents.

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Who is Kanzi? ~ Character Study	5
Critical Thinking	6

Writing Activities

Someone Else's Shoes ~ Point of View	7
Wish You Were Here ~ Postcards from Egypt	

Language Activities

The Arabic Language	8
---------------------	---

Speaking and Listening Activities

Talking About Feelings	
Mime/Charades	9
Mirroring	
Drama	

Math

The Geometry of Quilts	
An Arabic Alphabet Scavenger Hunt	10

Science

Egyptian Landscape

Social Studies

New Vocabulary: Immigrant	11
Destination: Egypt	12
All About Me; All About My Family	
Finding Commonalities/Uniqueness	13
More Than What You See	

English Language Arts

Reading Comprehension

Before reading *The Arabic Quilt*,

Look closely at the Front Cover ~

- Describe what you see.
- Imagine you are the little girl in the illustration. What is she doing? How does her pose make you feel?
- Can you guess what the story might be about? What are some clues that tell you the setting?

The Title Page and Copyright Page ~

- Describe what you see.
 - How might these images fit into the story?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- When the story opens, what is Kanzi doing?
- Why might she “quickly and carefully” fold her quilt? What does that say about how she feels about the quilt?
- Kanzi’s father made her a kofta sandwich for her lunchbox. Why do you think Kanzi would rather take a peanut butter and jelly sandwich to school?
- Kanzi is worried about being different at her new school. Before even getting inside the building, what does she do to try and fit in?
- Look closely at the context. What do you think “Bahebek” means?
- Kanzi uses three facts to introduce herself. What three facts does she share?
 - What three facts would you share to introduce yourself?
- Do you think Kanzi really forgot her lunchbox? Explain your answer.
- How is Molly being hurtful to Kanzi? Do you think she really meant it when she apologized? Why or why not?
- Why is the quilt so special to Kanzi?
- What is the activity that Mrs. Haugen presents to the class? Why is Kanzi’s mother helping out?
- Mrs. Haugen says that “Learning other languages besides the one we grow up with helps make the world a friendlier place.” Explain what you think she means, in your own words.

- Molly finally apologizes, saying she “didn’t realize how important a different language is.” What do you think she means by this? How are different languages important?
- When the story started, Kanzi was worried that she would be different than her classmates at school and was worried about letting them see her culture. Does she still feel this way at the end of the story?
 - List the reasons why she feels different at the end of the story.

Let’s talk about who made *The Arabic Quilt*.

- Who is the author?
- What does an author do?
- Who is the illustrator?
- What does an illustrator do?

Look closely at the illustrations. Can you find:

- A photograph of teita making the quilt
- A portrait of a tennis player
- A teapot
- A world globe
- Polka-dotted pants
- A ladle
- A playground slide
- A pair of red-handled scissors

Who is Kanzi? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *The Arabic Quilt* paying close attention to the character of Kanzi. Scene by scene, record your thoughts, in a chart like the one below.

What she does	Why do you think she does what she does?	How would you describe her?	What might she say?
Example: Writes poems.	She writes about who she is and how she feels.		

- Can you find at least five similarities between you and Kanzi? What are they?
- What are differences between you and Kanzi?
- Imagine you were to meet Kanzi:
 - What would you ask Kanzi?
 - What would you want to tell her about yourself?
 - How would you want to spend your time with Kanzi? What is something you both might enjoy doing together?

Use this activity as a lead in to celebrating each other’s differences and finding similarities, even with those who do not look or live like us.

Critical Thinking

In fiction stories, a character usually changes in some way. Do you think Kanzi changed in the story? How? *(analyzing, inferring, giving support to an idea)*

How would the story be different if Kanzi had not let Molly make her feel badly about her culture? *(predicting, cause and effect)*

What do you think is the message of this story? *(empathy, kindness, friendship, being ok to be different)*

Writing Activities

Someone Else's Shoes ~ Point of View

Either as a class or individually, explore *The Arabic Quilt* from the point of view of some of the minor characters.

- Kanzi's mother
- The other children in Kanzi's class
- Molly
- Mrs. Haugen

How would each of these characters tell *The Arabic Quilt* in their own words? Do these point of view change the way you feel about Kanzi?

Advanced classes will be able to actually create *The Arabic Quilt* from another's point of view. However, if the class is less-advanced, create the story together.

Wish You Were Here ~ Postcards from Egypt

Kanzi's teita lives in Egypt.

If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?

Create a large postcard of your trip to Egypt. Be sure to illustrate one side and include a note to a best friend or family member on the other side. Be sure to be descriptive, so that the person who gets the postcard can best imagine your trip.

Display the postcards on a bulletin board, along with a map indicating where Egypt is located.

- Where are some of the major spots to visit in Egypt?
- Where would you want to visit? Why?

Language Activities

The Arabic Language

The Arabic Quilt contains many words from the Arabic language which may be new for students.

Create flashcards of Arabic and English words. Then create a matching game like Memory in which kids match the Arabic word to the English translation.

Habibti	Kofta	Shukran
Bahebek	shurbet `ads	

Additional Exploration:

- Practice the pronunciation of each word or phrase in Arabic using the guide in the back of the book.
- Come up with a way to remember what the word means. Using Total Physical Response and a partner, students can create an action that symbolizes the word and helps them remember it.
- Research and learn other common words and phrases in Arabic. How would you say the following:
 - Good morning.
 - Excuse me.
 - Please.
 - I'm sorry.
 - Nice to meet you.
 - Thank you.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *The Arabic Quilt* to life in your classroom and have fun with speaking and listening skills!

Talking About Feelings

We all feel various feelings at different times. It is ok to feel happy or sad or angry or nervous.

Post the names of feelings in different colors for everyone to see. Have children choose a feeling to make a sentence about that feeling.

“Today I feel excited because we have pizza for lunch.”

“Last week I felt lonely because my brother went away.”

“Yesterday I felt worried because I lost my jacket.”

“Last year I was nervous because I didn’t know anyone at school.”

Mime/Charades

Mime a feeling with gestures and facial expressions. Then have others try to guess that feeling. For a variation, have children draw the feeling from a “hat”—a basket/box/bag.

Mirroring

Have students stand in pairs. One person will be the actor. The other will be the mirror. The actor will make different movements slowly; the mirror must try to do the exact same movements at the same time as the actor—just like a mirror. Then switch places. Discuss the experience. Then change partners. Was the experience the same? different? How?

Drama

- Create a Flipgrid, or PowerPoint presentation to encourage people to read *The Arabic Quilt*.
- Create a cooking show demonstrating how to make something special that your family likes to eat. It could be from your cultural background or just a family favorite.

Math

The Geometry of Quilts

Studying quilt designs is a wonderful way to explore hands-on geometry and shape activities.

Students can create quilt designs orienting triangles to fit inside of squares, while older students can extend this activity into creating patterns and more detailed designs.

Materials:

- Construction paper in at least two contrasting colors
- A square piece of paper (preferably heavier cardstock)

- Scissors
 - Glue Stick
- 1) Cut out triangles of various sizes from the construction paper.
 - 2) Students can practice arranging the triangles onto the square piece of paper. Do not let the triangles overlap or go outside of the paper.
 - 3) Try making different designs using the triangles. Once each student finds a design they like they can use the glue stick to secure the triangles on the paper.
 - 4) Then, combine each designed square to create a group quilt.

An Arabic Alphabet Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of the paper cut-outs of different Arabic letters.
- Number each different letter set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain letter.
- Ask students to find their set of letters numbered 1-5. If a student sees a letter they are NOT collecting, he/she must leave it for another student to find.
- The first student to find a letter 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

Science

Egyptian Landscape

Kanzi's family is from Egypt and her teita still lives there. Egypt is far away from America, where Kanzi lives now.

- Conduct an image search of Egypt. What do you see?
- Take a look at a physical map of Egypt. Identify oceans, gulfs, rivers, mountains, deserts, and other physical attributes.
- Provide the following facts to the class:
 - With an estimate of about 92.1 million people, Egypt is the largest Arab country in the world.
 - Egypt contains low mountains and desert to the South.
 - Northern Egypt has wide valleys near the Nile River and desert to the east and west.
 - Cairo is the capital of Egypt.

- North of Cairo is the triangular Nile River Delta, fertile land that is covered in farms.
- Students then have 20 minutes in the library (using books and the Internet) to write down as many *other* facts they can find on Egypt's physical attributes. Facts can include information about the land, the vegetation and the animals.
- When time is up, students can share the additional facts they learned.

Social Studies

New Vocabulary: Immigrant

Lead students in a class discussion on *immigrants*.

1. Define the word *immigrant*.
 - A person who comes to lives permanently in another country.

Kanzi's family moved from Egypt to the United States.

2. Do you know someone who has immigrated or have you immigrated?
3. Where did those you know immigrate from?

Look closely at a map or globe of the world.

4. Find your local town.
5. Then find Egypt.
6. Calculate how far Kanzi's family would have traveled to settle in your town.

All of us who are not Native Americans are immigrants or descended from immigrants. Ask someone in your family to help you answer the following questions.

7. Who in your family tree is the most recent immigrant? Who arrived in the United States first? What do you know about them and about others who immigrated?
8. How did your family come to live here? Where do your grandparents live?
9. What language did your immigrant family members speak?
10. What world events were happening when your family members came to the United States? How might they have impacted your family's migration story?
11. How were immigrants from your family members' country of origin perceived and treated when they arrived?
12. Are there any special heirlooms, photos, or other memorabilia that have been passed down in your family?
13. What do you know about your family surname?

14. What stories have come down to you about your parents? Grandparents? More distant ancestors?

Design a poster celebrating your family's past and country of origin. Hang the poster in your classroom, or get permission to hang it in the school library, the office, main hall, etc.

Destination: Egypt

Kanzi's family immigrated to the United States from Egypt.

As a class, locate Egypt on a map and or/globe. Then, conduct research of Egypt and the Egyptian people on the Internet.

Information of interest can include:

- History
- Culture
- Music and dance
- Diet
- Shelter
- Climate
- Geography
- Economy

Gather photographs of Egypt.

Then, plan a week-long fictitious trip to Egypt. Be sure to plan transportation to and within Egypt, food, what to pack, what to do and see. Detail your trip in a daily itinerary. Include a budget, taking into account local economy and the US dollar.

All About Me; All About My Family

This project allows students the opportunity to get to know one another, and serves as an introduction to family.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait
I am called _____
My first and last name is _____
My address is _____
I live in _____ (the country, a city, etc.)
I live with _____
I am good at _____
My favorite snack is _____

- In addition to the page about themselves, additional pages should be created about family and other loved ones in the student's life.

Finding Commonalities/Uniqueness

Kanzi and Molly are very different. But they also have lots of things in common.

Finding things you have in common with other people is a good way to start a meaningful relationship.

Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have twenty minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in _____ class" are not allowed!
- After twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

More Than What You See

Just like Kanzi, we are more than what we look like on the outside or our ethnicity.

The Project:

- Have each student lay down on a large piece of paper while someone traces their body with a pencil.
- Once the student has the silhouette of their body, write words that describe who they are on the inside of the outline. Examples can be likes and dislikes, what they want to be when they grow up, what makes them smile, etc.
- Finished silhouettes can be displayed with the title "More Than What You See."